

EFFECTIVE COMPETENCIES (4-6)

n Route Learnings

Teach to the Objective

Monitor Learner Progress

Can the learner acknowledge fear and/or the probability of failure as inhibiting variables to potential achievement?

- What does fear to try something feel like?
- What are the benefits of trying something new?
- What do you lose if you don't try?

Can the learner acknowledge the effect of one's movement skills on how one feel about oneself? (how movement effects self-esteem)?

Learners need an opportunity to be aware that "new things" often elicit fear in people, regardless of age.

Help give students the ability to overcome fear by having them predict.

1. the worst possible outcome
2. weighting the consequences
3. the positive personal effects on oneself (self esteem) in trying something they fear

Try to give examples that are concrete to the students.

In the 4 - 6 grades movement skills seem to play a large role in self esteem and peer esteem. It is important to help learners understand that even though movement is observable and sport is an important part of our society, that it is "make believe". It should be understood as significant to the person's total personality, but not all of it.

Does the learner accept that fear and fear of failure can prohibit one from one's potential achievement?

- does he/she openly acknowledge those factors in his/her own achievement?
- are attempts made to overcome them?

Does the learner recognize and state the effect of ones's movement skills on how one feel about oneself?

Does he/she recognize movement capabilities as only partial knowledge of the person's total being?

AFFECTIVE COMPETENCIES (4-6)

En Route Learnings

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4.6 Can the learner use aesthetic criteria to explain the difference between poorly skilled movement and skillful movement?

Movement is an art. It also has a functional purpose (for health) and a social-cultural purpose (leisure and social). Often the fact that it is an art form is lost in its other purposes. Help learners to see that skillful movement is beautiful and how good performance always makes it look easy. Hence to create beauty in it takes practice, and task refinement.

Does the learner use aesthetic criteria to describe the difference between poorly skilled movements and skillful movement?

- Design opportunity in class and by VTR for students to observe movement skills of others.

- Discuss the beauty, fluidity, time contrasts, design etc. that make movement an art.

4.7 Can the learner appreciate the value and satisfaction of physical activity and choose to participate in activities beyond P.E. class?

Encourage movement for life. The teacher can provide for this by providing opportunities, i.e.

- intramurals
- jump rope for heart
- family fitness fun day
- demonstration
- field trips

Other encouraging ideas:

- perform movement in P.E. settings
- perform movement skills in free play settings at school/home community

- Class competitions for most miles walked or jogged during recess
- Bullentin Boards
- Newsletter items
- Parent Group
- Do movement, practice skills
- Do fitness activities at home play neighborhood games
- Take lessons: dance, swim, gymnastics
- Do community/church youth sports activities.

Does the learner appreciate and value physical activity and choose to participate in activity in settings beyond the physical education class?

- recess
- home play settings
- lessons
- youth sports
- summer camp physical activities

(4-6) COGNITIVE COMPETENCIES

By the completion of the sixth grade the learner will be able to:

General

- 1.1 Cite factors which effect improvement in motor skills.(Practice, genetic disposition, developmental differences, and appropriate progression)
- 1.2 Identify joint actions and major muscles in the body and explain what movement actions they create.(Flexion/extention, rotation)
- 1.3 Explain how bones, muscles, and the heart-lung system is effected by physical activity.
- 1.4 Describe how body senses give cues to motor acquisition.(Visual, auditory, and proprioception.
- 1.5 Discuss basic first aid principles for injuries which can commonly occur while participating in physical activity.(Clean the wound, apply cold to reduce swelling, limit movement on injured limb)
- 1.6 Explain the effects of a person's family, region of country, culture and media on the differences in a person's choice of participation in gymnastics, games and sports,or dance activities.

Body Management/Gymnastics

- 2.1 Be able to identify an action as to its type of movement.
(rolling, step-like, rocking, balance)
- 2.2 Explain the stability/balance principles and how stability/balance is related to the size and shape of the base of support, the level and weight of the object, and the center of gravity of an object.

- 2.3 Describe the concept of swinging and how it is related to the pendulum motion of action/reaction against gravity.
- 2.4 Explain how to increase/decrease rotational speed in both the horizontal and vertical axis. (Straddle or tuck roll, and ice skater spins)
- 2.5 Give examples of movement activities which are comprised of gymnastic type components.
- 2.6 Explain and give examples of how good technique and form uses mechanical principals of motion.

Educational Games and Sport

- 3.1 Identify basic game terminology related to purposes, rules, strategy and teamwork.
- 3.2 Identify the ready position for quick movement in any direction.
- 3.3 Determine where the home position is in net/racquet activities and why it is important to return there.
- 3.4 Define a lead pass.
- 3.5 Describe the preparation, execution, and follow through phase of several specific skills.
- 3.6 Describe how to increase the speed of an object being thrown or struck by increasing the speed and range of motion of the body.
- 3.7 Identify basic offensive strategy for net/racquet activities:
 - a) place the ball into an open space; b) keep the opponent moving until a space opens up and c) use a forceful or difficult to return shot.
- 3.8 Identify the pass as the fastest way to move an object down a court or field in invasion games. (court of field team sports)
- 3.9 Explain how to open up passing lanes/angles on offense in invasion games. (team sports)
- 3.10 Explain how to close up space and passing angles on defense in invasion games. (team sports)

Educational Dance and Rhythms

- 4.1 Describe how body movements/actions are expressive and can communicate ideas, feelings, thoughts.
- 4.2 Differentiate between external and internal rhythm in dance.
- 4.3 Identify dance styles from historical and cultural perspective.
- 4.4 Differentiate between basic dance steps, and formations.(Polka, waltz, two-step, circle, square)
- 4.5 Match the music to specific dances.
- 4.6 Identify universal themes seen in dances from all cultures. (Courtship, work, weather, battle)
- 4.7 Explain how simple musical forms (two-part, ABA and round) are used to make dance sequences.
- 4.8 Differentiate between dance in contemporary culture (rec/social) and professional dance performance.
- 4.10 Use the Laban terminology (all four aspects) to describe how variety and dynamics can be created in dance and gymnastics.
- 4.11 Evaluate own and others movement sequences using aesthetic criteria.(fluidity, design, dynamics)

COGNITIVE COMPETENCIES (4-6)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

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| <p>1.1 Can the learner cite factors which effect improvement in motor skill acquisition?</p> <ul style="list-style-type: none">- Role of experience and practice- natural talent (genetics)- developmental differences- physical attributes- appropriate task progression | <p>Learners gain self awareness and can explain and understand differences in skill level in different persons when they have a framework for appreciating those differences. Physical motor skills are overt actions. Everyone can see them and in a competitive society, comparisons do occur. Thus using methods where individuals practice alone or in partners and having lots of equipment helps learners concentrate on their skills - not what they can or can't do in comparison. In addition differences in skill level are more understandable if learners understand the factors they have control over and those they do not. In this way they can focus on practice and task and not on genetic attributes, like size and other factors, which may not be changeable. This knowledge provides a base-line for appreciating differences.</p> | <p>Does the learner list at least two factors which account for differences in motor skill acquisition?</p> <p>Does the learner name at least one factor which can help to improve motor skills?</p> |
| <p>1.2 Can the learner identify joint actions and major muscles in the body and explain what movement actions they create.</p> <ul style="list-style-type: none">- ball and socket (rotation) shoulder, hips- hinge joints - (flexion extension) knees, elbows, wrist, ankles, fingers, toes- cervical (head)- waistline/trunk- muscles in limbs | <p>In grades 4 - 6 learners should have an increased knowledge of what actions the body can do and what joints allow the action. They should also acquire knowledge of the major muscle groups. Samples of these include:</p> <ul style="list-style-type: none">- biceps - triceps (upper arm)- deltoid - shoulder- quadriceps (front of upper leg)- hamstrings (back of upper leg)- gastronemius (calf muscle) <p>These concepts are covered in the <u>Slim Goodbody ITV Series on Fitness</u> . Encourage classroom teacher to use it.</p> | <p>Does the learner identify two different types of joint action and give an example of the body parts which performs this action.</p> <p>Does the learner list at least one muscle in the upper body and one in the lower body?</p> |

COGNITIVE COMPETENCIES (4-6)
En Route Learnings

Teach to the Objective

Monitor Learner Progress

1.3 Can the learner explain the effects of physical activity on bones, muscles and the heart-lung system?

A fuller explanation of the effects of activity and exercise is found in the fitness competencies section. The positive effects of movement should be continually emphasized. The importance of regular exercise outside of class needs to be strengthened. To strengthen these concepts the use of the Slim Goodbody ITV Series on Fitness is recommended. Encourage classroom teachers to use it whenever possible.

Does the learner explain the effects of movement activities on bones, muscles, and heart-lung system?

How does activity effect
..bones
..muscles
..heart-lung?

Learners should know that activity increases bone size, density and strength. Activity increases the size and strength of muscles. The heart-lung system becomes more efficient since the heart is a muscle and exercise improves efficient circulation and improved breathing.

Can the learner describe how body senses give cues to motor acquisition?

Body senses give many cues and when learners are focused on those cues they can gain insight and improve a motor skill. Often we take things for granted yet we know the deaf and or blind adapt or pay more attention with their other senses.

Does the learner describe what body senses can give cues to improve motor skill learning?

...in what ways the senses give cues?

-How do your eyes help one learn motor skills? Examples: tracking, depth perception, balance. etc.

For example, divers and gymnastics sometimes have poor eye sight, yet they are able to tune into their proprioception cues and know exactly where they are in the air. Handicaps often greater over compensation by another sense modality

-How do ears help bring cues? Examples: footsteps on a tackler rhythmic sounds ball bounce

COGNITIVE COMPETENCIES (4-6)

En Route Learnings

-Proprioception cues
Example: nerve ending
give a sense of where
body is in space (esp.
inverted)

-are knees bent

-opponent/teammate
brushes you

Teach to the Objective

Monitor Learner Progress

1.5 Can the learner
discuss basic first
aid principles for
injuries which can
commonly occur while
participating in
physical activity?

When learners are active they sometimes get cuts, scrapes and bruises. They should know to clean the area, apply antiseptic and apply direct pressure (usually a band-aid) to stop bleeding or keep wound clean.

Another common injury is strains and sprains. Learners should know to apply cold to reduce swelling and to immobilize or rest the body part.

Although first aid should be known, it is wise to stress prevention of accidents and safety first.

Does the learner name at least two common injuries which occur while participating in activities.

Does the learner discuss what should be done for the above cited injuries?

1.6 Can the learner
explain the effects
of a person's family,
region of country,
culture and media on
the differences in a
person's choice of
participation in
physical activities?

Learners slowly gain awareness of choices in physical activities. Often they do not realize how much their opinions are already molded - how much they have been socialized by their culture. As they gain awareness of this, they can begin to understand why and perhaps make better choices. A sample of how to incorporate this objective might be - "Joe told me this morning he wanted to play baseball today. Let's see if we can understand why - it's fun"

Does the learner explain how he/she and others are affected in choosing participation in certain activities by the influence of
...family/peers
...region of country
...culture

COGNITIVE COMPETENCIES (4-6)
En Route Learnings

Teach to the Objective

Monitor Learner Progress

-Use a series of questions with a student or group of students to help them analyze some reasons why some people choose some activities and not others.

-Discuss the effects of what you have experienced on your choices.

-Use examples like karate from the west, or ice hockey.

1. "Joe, does your mother or father play baseball?
How about your sisters or brother?

2. Is there alot of baseball in our town?
Do you go and watch? - play?

3. Is there alot of baseball on T.V.?
Do you watch it? - collect cards?

4. Is baseball a popular sport in America?
In all countries?

These reasons all effect Joe, as well as influencing his
his liking of the game of baseball.



COGNITIVE COMPETENCIES (4-6)**En Route Learnings****Teach to the Objective****Monitor Learner Progress**

2.1	Can the learner identify an action as to its type of movement?	When an action is demonstrated, learners can classify it as rolling, rocking, step - like or a balance type of movement. Learners should be able to group concepts together.	Does the learner classify movement into the various concepts of gymnastics?
2.2	Can the learner explain stability principles? - How is stability /balance related to the size and shape of the base of support. - How is stability /balance related to the level and weight of the object. - How is stability/ balance related to the location of the center of gravity.	In early grades learners understand balance/stability principles in order to gain control of their body, but as they reach grades 4 - 6 they should have fairly good control and thus need to understand that difficulty in (or task progression) is the reversal of many activities. The object in advanced gymnastics work is to make it harder to balance and still retain control. For example a handstand is a more difficult (move desired) skill than than an easy straddle stand (when one is very stable). Learners want to improve yet be in control, by decreasing the base of support, being at a high level from base of support and having their center of gravity high. Use the principles in reverse to improve.	Does the learner explain the stability/balance principles? Does the learner know how to use the stability/balance principles to improve his/her gymnastics skills and create task difficulty?
2.3	Can the learner describe the concept swinging? - where is the base of support Can the learner explain how swinging is related to the pendulum motion of action/reaction against gravity?	Swinging is the essence of advanced gymnastics. Give learners as much opportunity to swing as possible. Many of our facilities do not have places to swing, so teachers may need to improvise and use the play ground areas. Swinging can provide for transfer to other movements at the top of the upswing or the top of backswing.	Does the learner describe the concept of swinging? - the base of support - the pendulum action - how and why inertia occurs Does the learner know when to release or transfer motion in a swing?

COGNITIVE COMPETENCIES (4-6)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

- swing up till gravity swings you back.
 - when do you release from a swing.
 - when do you stop swinging.
- Swinging is continuous, back and forth (if the hands hold -out) until slowly the force of gravity slows the learner to a halt. If one wishes to release from a swing and transfer motion, it is always done at the top of the upswing, or the top of the backswing.

2.4 Can the learner explain how to increase rotational speed in both the horizontal and vertical axes?

To increase task difficulty in gymnastics you increase the length of the radius of rotation - so forward roll in straddle is more difficult than in tuck.

Does the learner explain how to rotate faster?

The longer the limbs are extended from the body the slower you rotate, the harder the skill and vise-versa.

Does the learner explain how to rotate slower?

-How can you roll faster in a log roll or a forward or backward roll... or how do you roll slower?

Sometimes learners who are developing sequence will do easier skills in order to make the sequence more interesting... they are improving aesthetics rather than task difficulty. Either way is fine.

Does the learners know the axes of of the body?

-what changes in body position and why?

2.5 Can the learner cite examples of movement activities which can be comprised of gymnastics type movements?

Have the learners discuss what are gymnastics types movements?
They will probably cite things such as balance, rolls, turns, sequences, flips, inverted movements, jumps. Some familiar activities which use alot of gymnastics type movements include:

Does the learner cite three example of activities which can comprised of gymnastic type gymnastic type movement?

- 1) Some track and field
- 2) ice and roller skating
- 3) skate boarding/sail board surfing
- 4) diving
- 5) new soccer throw-in
- 6) skiing - water and snow
- 7) dancing

COGNITIVE COMPETENCIES (4-6)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

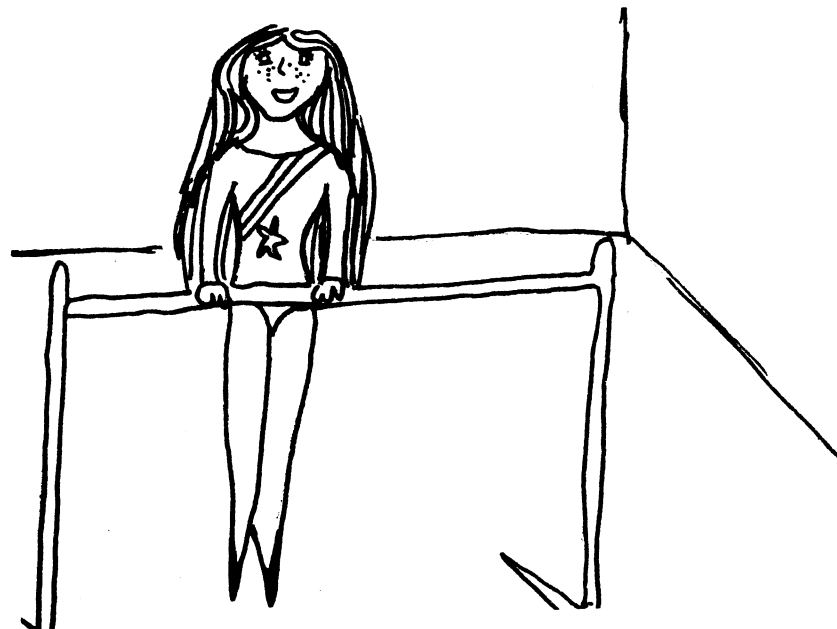
2.6 Can the learner explain and give examples of how good technique and form uses mechanical principles of motion?

There are abundant examples of how this occurs in advanced gymnastics, however, for grades 4 - 6 competencies the simple one may be best. For example, when doing a forward tuck roll if you stay in tuck position and do not open up the body (and enlarge radius of rotation) it will be easier to come right to one's feet.

In a handstand, go from a scale right to "handstand so you move the center of gravity as little as possible. This creates the best technique and amplitude and least adjustment for balance.

Does the learner explain and give an example of how good form and technique uses mechanical principles of motion.

Cite at least one example relating the two ideas.



COGNITIVE COMPETENCIES (4-6)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

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| <p>3.1 Can the learner identify basic game terminology related to purpose, rules strategies and team-work.</p> <p>Examples:
-dribble -shoot
-pass -offense
-defense
-opening up space
-closing up space
-lead pass</p> | <p>The role of the cognitive is often neglected in skill development. Building a movement vocabulary assists progression and transfer of idea from simple to complex and cross game experiences.</p> <p>Teacher can assist the development of vocabulary by using terms consistently, drawing attention to similarities and differences in terms and checking students understanding of vocabulary often. Although verbal definitions aren't critical they should be able to demonstrate examples of of the term through movement.</p> | <p>Does the learner identify correctly an example of the term when asked?</p> |
| <p>3.2 Can the learner identify the ready position for quick movement in any direction?</p> | <p>The ready position for sport activities in which quick movement is needed is:
A. weight on the balls of the feet.
B. knees and hips slightly flexed.
C. slight forward/backward stride.</p> <p>Student can be helped to transfer these idea to a new aggragate situation if: 1) it is taught as a ready position for quick movement in all situations; 2) student are asked to recall the idea in new situations; and 3) it is reinforced when students use the ideas.</p> | <p>Does the learner accurately identify the characteristics of the ready position for quick movement when asked?</p> |
| <p>3.3 Can the learner determine where the home position is in net/racquet activities?</p> | <p>The home position for net racquet activities is slightly back of center of the space for which a player is responsible. Learning what the home position is and why it is important to return to that home position for defense is a concept that can transfer to new appropriate situations. Transfer is facilitated if:
1) the concept is fully learned in one situation.
2) the teacher draws attention to the need for the concept in a new situation.
3) the language is kept consistent.
4) the use of the concept in continuously reinforced.</p> | <p>Does the learner move to, or identify visually or verbally the home position for a racket or net activity?</p> |

COGNITIVE COMPETENCIES (4-6)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

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| 3.4 Can the learner define a lead pass? | <p>The lead pass is a pass ahead of a moving receiver. The critical idea is that the receiver should not have to stop or break stride to receive the pass.</p> <p>The concept is appropriate for all sport activities using a pass and is best learned if the receiver is moving into a space (cut to a space rather than aimless movement in general space).</p> | <p>Does the learner identify correctly the characteristic of a good lead pass?</p> |
| 3.5 Can the learner describe the preparation, execution, and follow through phase of several specific skills? | <p>Most sport skills involved in force production (striking, throwing, jumping, etc.) have three distinct phases. Cognitive aspects of skill acquisition is facilitated if learners can identify the body/space (where the body's is in space) relationship for all three phases. Thinking about each phase separately aids communication cognitive plan for a movement. Teachers can facilitate learning then concept if they use consistent terminology and ask the learner to recall skills in terms of the 3 phases.</p> | <p>Does the learner use the 3 phases of skill acquisition when describing how a skill is performed.</p> <p>...preparation</p> <p>...execution</p> <p>...follow through</p> |
| 3.6 Can the learner describe how to increase force production by increasing the speed and range of motion of the body? | <p>Mature forms of fundamental motor patterns are usually described in terms of process characteristics facilitating force production in that pattern. Pattern development is facilitated if learners are asked to perform movements for maximum force production. Students can be helped to understand they have to make their movement faster and bigger.</p> <p>Later the idea of increasing flexion and extension and rotation where appropriate increases the range of motion over which speed can be developed.</p> | <p>When given a movement, does the learner identify how to increase force production in that movement correctly?</p> |
| 3.7 Can the learner identify basic offensive strategy for net/racquet activities? | <p>Before students begin the development of offensive or defensive strategies they should have enough control of an object to keep it going with another (others) in a cooperative way.</p> | <p>Does the learner identify two out of three strategies for offensive play in net activities?</p> |

COGNITIVE COMPETENCIES (4-6)

En Route Learnings

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	<p>a) place the ball into an open space; b) keep the opponent moving until a space opens up; c) use a forceful or difficult net shot</p>	<p>Each of the idea for offensive strategy should be taught as a separate idea and then integrated. For example: "As you work back and forth across the net with your partner, make your partner move to a new space with every play." Look for this and hold students accountable for this before moving on.</p>	
3.8	<p>Can the learner identify the pass as the fastest way to move an object down a court or field in invasion games (team sports)</p>	<p>Problem solving experiences can be used here to have the learner "Move the ball down the court with your partner (teammates) in the fastest way you can."</p> <p>Reinforcement of this idea in similar situations will help keep students aware of the importance of the pass to team play.</p>	<p>Does the learner identify the pass as the quickest way to move an object down a court or field when given other choices?</p>
3.9	<p>Can the learner explain how to open up passing lanes/angles on offense in invasion games (team sports).</p>	<p>The movement of the player without the ball (potential receiver) is one of the most neglected concepts when teaching game play. The natural tendency is to want to move to the ball.</p> <p>Learners can be helped to open up space if they work on 3 on 2 or 2 on 1 situations first. The defense moves to the ball. The receiver moves so that a passing lane is opened up between the ball and the receiver free of a defender). The player with the ball holds on to it until the defense commits.</p>	<p>Does the learner identify where to go correctly in a variety of 2 on 1 situation when they are the receiver.</p>
3.10	<p>Can the learner explain how to close up space and passing or shooting angles on defense in invasion games (team sports).</p>	<p>This material is taught in conjunction with preceeding objective 3.9.</p> <p>Closing up passing angles can be taught initially in a position guarding a goal in which the learner is encouraged to stay between the offensive player and the goal.</p> <p>As students progress a 2 on 1 situation can be used to show the defender how to close in on the player with the ball in a way that also cuts off the passing opportunity to the receiver.</p>	<p>Does the learner accurately describe how to defend against an offensive player in a 1 on 1 or 2 on 1 situation?</p>

COGNITIVE COMPETENCIES (4-6)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

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| <p>4.1 Can the learner describe how body actions and movements are expressive and can communicate ideas, feelings, and thoughts/</p> <p>-Why is dance different than other games and gymnastics?</p> <p>-How do body movements express ideas, feelings.</p> | <p>Discuss with learners about non-verbal expression and body language.</p> <p>Show a VTR of a short dance that conveys an idea or meanings to help learners see how diverse the idea and meanings of a dance can be.</p> <p>Most movement, but not dance is used for other than communication. It can be beautiful movement but it may not be expressive.</p> <p>Use creative dance objectives in Grade 4 on environmental phenomena, in Grade 5 on feelings or meeting/parting, in Grade 6 on visual images or pictures, moods to enhance the understanding of this cognitive objective.</p> | <p>Does the learner describe how body action movements are expressive and can communicate ideas, feelings, and thoughts by citing a movement sequence example?</p> <p>-or can he/she cite an example from a VTR of dance or from other student's compositions?</p> |
| <p>4.2 Can the learner differentiate between external and internal rhythm in dance?</p> <p>-What is an external rhythm in dance?</p> <p>-What is an internal rhythm in dance?</p> <p>-Perform a dance or movement sequence to follow this drum beat now using the same sequence do it at the pace and rhythm that suits you best.</p> | <p>An external rhythm in dance is one imposed on the learner by recordings, music or a teacher's drum--music to which the learner must conform his/her movements. An internal rhythm is one in which the learner decides the tempo for the movement sequence. As learners know more about the creative aspects of dance there will be greater variety in the internal rhythm of their sequences.</p> | <p>Does the learner differentiate between external and internal rhythm in dance.</p> <p>- by explanation</p> <p>- by demonstration in movement</p> |

COGNITIVE COMPETENCIES (4-6)

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| <p>4.3 Can the learner identify dance styles from historical and cultural perspective?</p> | <p>This objective is designed to help learners understand that dance has a long history and that it was one of the early forms of communication.</p> <p>Use any two dances from different countries and perhaps different time periods so that learners can see that historical period and what was going on in the culture of the people and influenced the type of dancing.</p> | <p>Can the learner identify that dances are distinctive and are a reflection of the culture and historical period in which they were developed?</p> |
| <p>-In what folk dances do these step occur.</p> | <p>-These particular steps occur in many dances from which country?</p> | <p>-by citing examples of how they are different?</p> |
| <p>-Are dances from different countries different from dances from another country?</p> | <p>An Israeli folk dance which depicts the circle and their need for unity can be compared with Rain dances of the Indians or with an English country dance. Teachers will only have to do one or two comparisons for learners to understand that dance conveys and that it is historical and distinctive.</p> | <p>-by indicating that they reflect the needs and concern of the people at that time period.</p> <p>-by telling that they reflect different ideas.</p> |
| <p>-Why did people develop folk dances?
Why do Indians have their own dances, and other tribes too?</p> | | |
| <p>-What was the purpose of dance in early days? Is it the same now?</p> | | |
| <p>-Why do you suppose there are so many forms of dance?</p> | | |

COGNITIVE COMPETENCIES (4-6)

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Monitor Learner Progress

- 4.4 Can the learners differentiate between basic dance steps, and formations.

Learners will quickly begin to identify that dances have different formations and use many of the same steps in different combinations.

Does the learner identify two of the basic steps that are used in many folk/square dances?

What are some of the steps that are used in many different folk dances?

-Polka -Waltz
-Two Step -Walk
-Step-slide close

What are some of the formations used in folk, square, dance?

-Circle -Solo
-Square -Contra
-Scattered

Does the learner identify at least two formations that are used in folk/square/social dancing?

- 4.5 Can the learner match the music to specific dances?

When specific dances are taught it becomes important that learners hear the music and have their ears and kinesthetic sense learn about body recall.

Does the learner perform the correct dance when the music is played in three of five trials at the conclusion of a folk/square unit of dances?

-Teach learners no more than three dances before letting them hear music and begin dancing on their own

Giving lots of review and practice helps the learners to do this. Review specific dances from the year before as well.

-Give time to experiment
-Have partners do this together.

COGNITIVE COMPETENCIES (4-6)

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- 4.6 Can the learner identify universal themes seen in dance in many cultures?
- Dance is expressive and a form of communication, therefore, throughout history people in all parts of the world have danced about significant events in their lives. These events are called universal themes. What have they been in the past/are some still the same?
- Does the learner identify at least two universal themes depicted in folk dances and or universal ideas or feelings expressed in creative dances?
- What are significant events in people's lives in older days and even now.
- Discuss events like:
- Courtship
 - Birth - Death
 - Work
 - Marriage/Wedding
 - Weather
 - Battle/War
- Significant events create universal themes...What kinds of events have we danced about.
- Events of Today and ideas/feelings
- Birth
 - Driver's License
 - Graduations
 - Weddings
 - Death
 - Romance
 - Joy/Sadness
- 4.7 Can the learner explain how simple musical forms can be used to make dance sequences?
- Learners begin to learn choreographic tools by relating music to dance. For this objective it is a good idea to have a piece of music that can easily be related to the musical forms, for example; Jingle Bells. Partners develop a creative sequence to A and B, then show them how it is done in musical form and have them do it with their dance sequence. Y... may want to use props.
- Does the learner explain how simple musical forms can be used to make dance sequences?
- After partners have developed two sequences have them use musical form to vary the sequences.
- AB Two - part (A, then, B)
- ABA-
- Round (use A or B begin at different rhythmic time)

COGNITIVE COMPETENCIES (4-6)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

- | | | |
|--|--|---|
| <p>4.8 Can the learner differentiate between the various forms of dance in contemporary culture and a professional dance performance</p> <p>-Where do you see dance today?</p> <p>-What is a professional dance performance.</p> <p>-What kinds of dance do professional do?</p> | <p>Learner become aware of dance around them as they gain exposure. Discuss aerobic dance, dance by bands and pom-pom teams, dance contests for social dance, ballet, modern dance troupes, dance recitals, dance in skating, gymnastics, dance at weddings, Rockettes.</p> <p>Differentiation is established by 1) exacting training 2) vocation 3) paid performance.</p> | <p>Does the learner differentiate between the various forms of dance in contemporary culture and a professional dance performance?</p> <p>1. Name three forms of dance in contemporary culture.</p> <p>2. What is a professional dance performance?</p> <p>How are the above two forms of dance different?</p> |
| <p>4.9 Can the learner use Laban terminology (body, space, effort and relationship) to describe how variety and dynamics can be created in dance?</p> <p>What can be done to create variety in body awareness?</p> | <p>By the sixth grade, learner should have explored most of the movement (Laban) framework. Make a poster of the framework for your board.</p> <p>Have learners point to things they could vary in each category. Have them show effects of varying two things within each of the aspects of the framework (BSER).</p> <p>For example, for body awareness a sequence with locomotor and non-locomotor movements in it...A walk, stretch and curl. Or in effort, a short sequence with a quick and a slow movement.</p> | <p>Does the learner use the Laban movement framework (BSER) to describe how variety and dynamic can be created in a movement sequence and can he/she cite an example and tell from which of the aspects (body, space, effort or relationship) each movement comes?</p> <p>For example:
Push and pull vary a sequence they are part of body awareness.</p> |

COGNITIVE COMPETENCIES (4-6)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

What can be done to
create variety in
where the body moves
(spatial awareness)

What can be done to
create variety in
how the body moves
(effort qualities)

What can be done to
create variety in
body relationships.

- 4.10 Can the learner evaluate his/her own movement sequences and other peer's sequences using aesthetic criteria
- Movement is an art. As a performing art it has qualities which parallel other forms of all arts.
- All forms of arts have qualities which make them an art form, so does dance.
- Learners need to associate dance both with physical education and art.
- Does the learner evaluate own and other's movement sequences using aesthetic criteria?
- Did the sequence flow, the transitions were smooth
- Did the design of the body evoke a feeling or mood.
- Was the sequence flat or full of variety and dynamics.

Amy Sineath, Kindergarten
EB EB



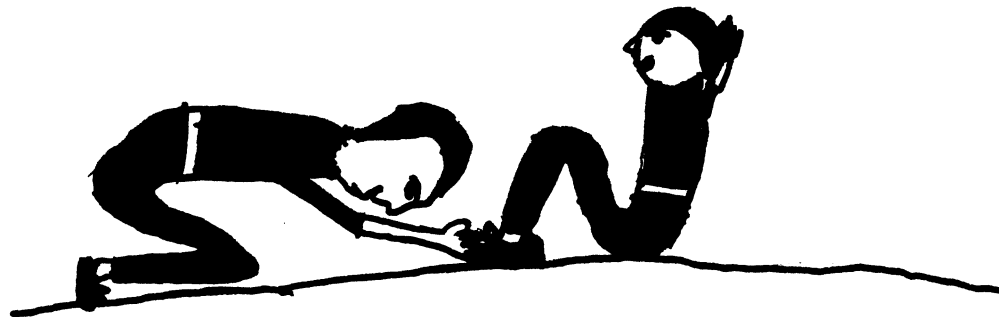
Amy Sineath, Kindergarten
Louie Conder Elementary
Richland District 2

(4 - 6) FITNESS COMPETENCIES

To understand the components of being physically fit and to gain an appreciation for the life long value of fitness through participation in personalized physical education activities in the school, home and community.

The completion of the sixth grade the learner will be able to:

- 1.0 Identify the health related components of fitness and describe how they are assessed on a fitness test.
- 1.1 Discriminate between health and skill related fitness.
- 1.2 Distinguish between aerobic and anaerobic activity.
- 1.3 Identify how aerobic fitness is developed.
- 1.4 Identify the health benefits of aerobic activity.
- 1.5 Identify the relationship between activity and the digestive system.
- 1.6 Identify the relationship between muscular strength, flexibility, and body alignment.



FITNESS COMPETENCIES (4-6)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

1.1 Can the learner discriminate between health and skill related fitness?

Have the learner identify the components of skill-related fitness?

- agility
- balance
- coordination
- power
- reaction time
- speed

Skill-related fitness components were first introduced in lower elementary. These components should be reviewed at this point. The learner is most likely to associate fitness with games, therefore he/she can relate such components as speed (being fast) and agility (dodging and changing directions quickly under control) with success in running and dodging games. These are the locomotor and body management skills the learner has been developing since kindergarten. It is an appropriate time to relate these skills to success in activity from a fitness standpoint (i.e., the person who is fit from a skill standpoint possesses these skill components and is able to perform activities which require these skills more successfully).

Does the learner identify the skill-related components of fitness?

Does the learner demonstrate an understanding of the skill-related components of fitness?

Have the learner demonstrate a skill which includes a given skill-related component of fitness?

The teacher should ask the learner to demonstrate a particular skill related component of fitness. The teacher should have equipment placed around the area for the learner to use in completing the task even though equipment is not necessarily needed. For example, a teacher could stand on one foot and lean forward to demonstrate balance or walk along a low balance beam. The learner might also need to use another learner in the demonstration such as avoiding a "tackle" to demonstrate reaction time or doing a knee/shoulder stand to demonstrate balance. Ask the learner to name the skill he/she is going to use for the demonstration. There is no need to let the learner demonstrate a skill if it does not include a skill-related component?

Does the learner choose an appropriate skill for the given skill-related component?

FITNESS COMPETENCIES (4-6)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

Have the learners list the skill-related component(s) of fitness which are involved in the performance of a given skill?

Teachers should have a learner, or learners, demonstrate skills which involve more than one skill (dribbling a basketball to the end of the court and shooting a lay-up) and have the learner name the components required.

For example, In the demonstration and explanation the learner should associate power with a jump, coordination with dribbling, agility with changing direction when you dribble and run, and speed with running.

Does the learner tend to name only one component when asked to name the components involved in a skill?

Does the learner correctly associate a skill-related component with the appropriate part(s) of a skill?

Have the learners describe how skill-related components of fitness are used in a given skill?

If the learner can identify the components involved in a given skill, it should follow that he/she should be able to describe how the component is utilized in the skill. This should enhance the learner's ability to relate the component to other skills and to emphasize the importance of developing the skill to its fullest. This must be done if one is to make the most of a variety of activities to gain and maintain fitness. Most learners will have a little difficulty in relating balance gained on a balance beam to riding a bike, skate boarding, roller skating, etc. They might have more difficulty relating reaction time gained through dodge ball to success in reacting to a badminton smash or tennis serve. The point is that some of these can be covered in a relatively short period of time while others will take longer.

Does the learner use the definition of a particular component in describing how it is utilized in a skill?

The teacher should take care to emphasize activities which can be used in building a fitness program. Again, as these examples are covered, the learner should be asked to use them in devising a fitness program.

A written test can be used in which the learner is asked to define the six skill-related components of fitness or match the components with the appropriate definition. Examples of activities used in class should be listed, and the learner required to identify any skill-related components of fitness utilized in the activity. The learner should then describe how the component (s) is/are used. These items can be more or less difficult depending on the amount of information given. For example, to list and define is more difficult than to match or name an activity to a given example or component.

Have the learners identify the components of health-related fitness?

- cardiovascular
- fitness
- strength
- muscular endurance
- flexibility
- body fatness

The learner has been exposed to the terms, endurance, strength, and flexibility since the primary grade. The approach here should be to give these terms more specific meaning in relation to fitness. Questions such as "What is the difference between muscular strength and muscular endurance?" and "What is cardiovascular endurance?" should be posed. Why these components are considered "health related" should also be discussed.

Does the learner identify the health-related components of fitness?

Does the learner demonstrate an understanding of the health-related components?

Have the learners identify the components of fitness used in certain activities as health or skilled-related?

- starting at the sound of a whistle as reaction time.

Either through discussion of or participation in various activities, the learner should describe or demonstrate (or both) the components of fitness which are needed to to perform the activity. Agility, flexibility, speed, etc. can be demonstrated or described and identified as either health-or skill-related. An important consideration here is to have the learner become aware of the efficiency of fitness--how better levels of flexibility, speed, endurance, etc. allow the learner to perform the activities with greater ease.

Does the learner correctly describe or demonstrate a particular fitness component when asked to do so?

Does the learner correctly identify the various fitness components of activities as health-or skill-related?

Does the learner list the five health-related and the six skill-related components of fitness?

FITNESS COMPETENCIES (4-6)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

- performance in a 600 yard run as cardiovascular endurance or lack of it),
- dodging in dodge ball as agility, or
- distance of a softball as strength.

1.2 Can the learner distinguish between aerobic and anaerobic activity?

Have the learners describe the delivery of oxygen to working muscles by the cardiovascular system?

The learner was introduced earlier to the concept of the endurance component of fitness. The learner should be able to describe the delivery of oxygen to the working muscles as a cooperative effort between the heart and lungs to provide energy for our muscles to work. This should be a basic understanding--it is not necessary to identify aerobic and anaerobic pathways.

Does the learner describe how the heart and lungs work together to deliver oxygen to the working muscles?

Have the learners explain the two ways energy is made available to the working muscles: with oxygen without oxygen?

Learners should be informed that there are certain times when the need for energy becomes too great in the working muscle to be met by the normal process. Our bodies have a special process to take care of these needs for a short time. When we supply energy to our muscle on a regular basis, we call this "with oxygen" or aerobic. When we need the special process (during sudden burst of energy) is supplied "without oxygen" or anaerobically. The learner should also understand that the individual is most physically fit when both of these processes are working at their best.

Does the learner correctly identify aerobic or "with oxygen" and anaerobic or "without oxygen"?

FITNESS COMPETENCIES (4-6)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

Have the learners identify activities which would require aerobic energy and those which would require anaerobic?

The learner has been describing and/or demonstrating activities which utilize various muscles or body parts and those which develop various fitness components since the early grades. At this point, the learner should be able to use these same activities or new ones suggested by the teacher to show sudden burst of movement or rhythmic sustained movements which demonstrate anaerobic and anaerobic activities, respectively.

Does the learner correctly identify a given activity as being aerobic or anaerobic?

Does the learner write a paragraph describing energy delivery to the working muscles as an aerobic and anaerobic process--giving examples of activities in which each is used?

Have the learners explain the difference between aerobic and anaerobic activity?

If the learner is to put the concepts of health related fitness into action, he/she needs to understand that they are best met through a combination of aerobic and anaerobic activities.

(without oxygen versus with oxygen).

1.3 Can the learner identify how aerobic fitness is developed.

Have the learners identify and define each of the three components of an aerobic fitness program?

Each component will be developed fully in learning experiences below. Students will need an introduction to all three ideas before studying intensity, duration, and frequency more specifically. The training principles of frequency, intensity and duration (or time) are often easily remembered by students by using the memory devise of the first letter of each F.I.T. to spell fit.

Does the learner identify the three components of an aerobic fitness or training program?

- Frequency
- Intensity
- Time (duration)

FITNESS COMPETENCIES (4-6)

En Route Learnings

Have the learners identify the heart rate during exercise as an indication of how hard (how intense) one is working?

-How Hard?
INTENSITY

Teach to the Objective

The learner has been using his/her heart rate to detect increased activity levels. They now need to be instructed that it is best to get the heart rate to a certain point--not too high and not too low. Different people react to exercise in different ways, so everyone needs to discover how much exercise is needed to raise his/her heart rate to a given level. One needs to identify a "target heartrate." The learner should be able to use the concepts of Karvonen's formula to figure a target heart rate--it should not be necessary to teach the formula in algebraic form unless it is felt that this will not cause confusion.

Since all learners are below the age of twenty, it would be best to start with a maximum heart rate of 200 rather than $220 - \text{age}$. (There is no need to have a target rate which is too high.) The learner can take his/her resting heart rate and subtract it from 200. The result can be multiplied by .6 with the resulting product added to the resting heart rate. A fifth grader with a resting heart rate of 80 beats per minute would do the following:

Example:

$$\begin{array}{r} (1) \ 200 \\ -80 \\ \hline 120 \end{array} \quad \begin{array}{r} (2) \ 120 \\ \times .6 \\ \hline 720 \end{array} \quad \begin{array}{r} (3) \ 80 \\ +72 \\ \hline 152 \end{array}$$

Three simple steps and the learner now has a target heart rate. The exercise must be "intense" enough to make the heart beat this fast in one minute.

The three steps can be repeated while substituting .8 for .6 in step 2. This will give the learner a maximum heart rate not to exceed while exercising. The learner should be able to comprehend that too much is not good and that the heart rate should have a limit.

Monitor Learner Progress

Does the learner accurately count his/her heart rate during rest and during or immediately after exercise?

Does the learner subtract, multiply and add correctly in the three steps to figure a heart rate?

Does the learner understand that it takes the same amount of exercise for everyone to reach a given target heart rate?

Does the learner choose a level of exercise which results in an exercise heart rate close to the target heart rate?

FITNESS COMPETENCIES (4-6)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

Have the learners identify how long he/she must keep his/her heart rate at the target heart rate for cardiovascular training to take place?

The main concept of intensity is the most important and often the most difficult for the learner to grasp. Once that is accomplished it should be relatively easy to inform the learner that once the target heart rate is reached, it must remain at the level for (or have a duration of) at least fifteen minutes if the cardiorespiratory system is to gain the maximum benefit from the exercise. This is known as a "training" effect of exercise.

Does the learner associate duration with the length of time aerobic exercise needs to be performed?

-How Long?

TIME (DURATION)

The learner also needs to be aware that the heart needs time to reach the target heart rate and then must remain there without getting too high for at least fifteen minutes. (The exercise does not need to be performed any longer than 30 minutes to benefit from the exercise.) The learner should be given the opportunity to "test" him/herself on maintaining the heart rate at a given level for a given exercise. (Concepts of warm-up should have already been covered--warm-up is needed in all activities, not just in an aerobic fitness program.)

Does the learner perform an exercise continuously for fifteen minutes at a target heart rate?

Have the learners identify how often aerobic activities must be participated in for training to take place and to be maintained? (frequent)

Once the learner has been instructed on intensity and duration, he/she needs to know that aerobic exercise must be frequent--on a regular basis. The learners who are fit already know that they are active on a regular basis. They need to be encouraged to maintain this regular activity now and throughout life. This is a good time to inform the learner that this is a primary function of physical education--to develop his/her physical capacities and aid him/her in learning a variety of activities so opportunities to remain physically active throughout life will be increased. The learner should be instructed that regular (frequent) activity means missing no more than two days in a row at any time. (three times per week).

Does the learner indicate on a weekly calendar an exercise plan which misses no more than two days in a row?

How often?
FREQUENCY

Does the learner know how long, how hard and how often he/she must exercise per week? Does the learner know how fitness is achieved through F.I.T. ?

(4-6)

Teach to the Objective

Monitor Learner Progress

The learner should be familiar (able to list) those health problems which have an association with inactivity such as overweight/obesity, hypertension, heart disease, arthritis, and diabetes. Whether this is addressed as an additional objective at this level or as part of a health class, now is the appropriate time to present these problems in a unified presentation. Throughout this level, the learner has been introduced to health problems associated with inactivity and poor fitness. The task for the teacher is to emphasize their relation to inactivity and their relation to each other.

Does the learner develop a plan for gaining cardiovascular fitness and adhere to the frequency, intensity and duration rules?

Have the learners relate aerobic activities to rhythmic activities which he/she performs for long periods?

Chasing/running,
Walking/hiking,
Skating/swimming,
Cycling/jumping
rope.

The learner needs to understand that he/she might already be fit (review previous fitness scores) because the spontaneous activities he/she participated in during early childhood met the conditions necessary to develop the health related components (as well as the skill related) of fitness. These activities are termed rhythmic activities. They were strenuous enough to tax the heart and other muscles, they involved all sorts of movement which aid flexibility and strengthened muscles, they lasted long enough to train the heart and burn calories, and they were participated in regularly--probably every day. Learners who are not fit, even though they feel have been active, need to understand that they are not fit because their activity did not meet the above conditions.

Does the learner list rhythmic activities when asked to list aerobic activities?

Have the learners apply the concepts of fitness to improved functioning of the heart and lungs (the cardiorespiratory system)?

The concepts of muscular and cardiovascular endurance are to be emphasized here. A stronger heart which can work for a longer time pumps more oxygen to the working musculature through a more pliable vascular system. The ideas of faster removal of metabolic waste products and a richer capillary bed should also be presented. The teacher could relate the delivery of oxygen and removal of waste products to any number of delivery/removal systems.

Does the learner identify the ability of the muscles and heart and lungs to work longer as muscular and cardiorespiratory endurance?

FITNESS COMPETENCIES (4-6)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

muscular endurance.
cardiovascular
endurance.

The learner should also be familiar with recovery heart rates and stroke volume. The learner should know that a strong heart does not have to work as hard as a weak heart because it has a greater stroke volume. In addition to a lower resting heart rate, this also allows for a faster recovery after exercise/work. It also indicates that the heart, like other muscles, is getting a good supply of oxygen.

Does the learner correctly identify larger stroke volume and faster recovery rates with improved cardiorespiratory fitness?

1.4 Can the learner identify the health benefits of aerobic activity?

Have the learners describe the basic process of heart disease?

This objective assumes that the learner has been introduced to the development of heart disease as part of the health or science unit. The Heart Association in its Putting Your Heart into Your Curriculum recommends that the learner be made aware of cardiovascular problems during the four-six grades. If the learner does not have this awareness at this point, more time should be spent on this objective.

Have the learners list the risk factors associated with heart disease?

This could be included as part of the heart health unit mentioned above. The learner must be familiar with the risk factors if he/she is to be able to understand the relationship between cardiovascular fitness and heart disease.

Does the learner list the primary and secondary risk factors and identify those which can be affected by the individual?

Primary risk factors:
Hypertension (high blood pressure),
high cholesterol,
and smoking.

The learner must also realize that he/she can affect some of these factors while others cannot be changed. It should not be necessary to use scare tactics such as "If you already have some of these (sex, history, race, diabetes), you are at risk and must be careful with the others." The point should be "You can positively affect some of these and help yourself even if you have some of the others."

FITNESS COMPETENCIES (4-6)
En Route Learnings

Teach to the Objective

Monitor Learner Progress

Secondary risk factors:
inactive life style,
diabetes, obesity,
stress, family
history, sex, age
and race.

Have the learners identify those risk factors which can be affected by improved cardiovascular fitness?

High blood pressure, high cholesterol, inactive life style, diabetes, stress, and obesity.

The learner does not need an indepth understanding of hypertension, hypercholesterolemia, stress, diabetes, etc. to know that exercise which leads to cardiovascular fitness can be beneficial. All they need to visualize is the difference between persons they know with severe health problems who do little or nothing to help themselves and those who are active.

Elementary students can understand the basic why's of the effects of cardiovascular fitness on particular risk factors. (It should be noted that smoking is not listed as one of the risk factors which can be affected). However, it can negate fitness activities. In addition to its relation to heart disease, smoking has the potential for limiting the development of fitness (i.e., carbon monoxide in the blood, restricted air passages in the lungs, constricted blood vessels). Some one trying to develop endurance cannot do so while being a smoker. The teacher might want to compare such a limitation to level of performance in athletics.

It is important to convey to the learner the idea of total fitness--too often we stress the cardio-respiratory portion of fitness and forget such items as posture, flexibility, and efficiency of movement.

Does the learner identify those risk factors which can be positively affected through improved cardiovascular fitness?

Does the learner list the risk factors associated with heart disease?

Does the learner describe how participating in fitness activities can reduce certain risks?

FITNESS COMPETENCIES (4-6)

En Route Learnings

Teach to the Objective

Monitor Learner Progress

1.5 Can the learner identify the relationship between activity and the digestive system?

Have the learners relate fitness to the digestive process in the following ways:

-activity burns calories made available through digestion thus helping to control weight,

-activity helps the digestive process in the absorption of nutrients from the digestive track.

Discuss fitness, digestion, and energy/nutrient utilization. The learner should understand how a healthy, fit body makes better use of nutrients through better digestion. Examples of how calories and nutrients not being used can lead to overweight and/or adult diabetes can be used as the converse of good use of nutrients.

The body fat component of the health related fitness components should be emphasized here. All learners should be given the opportunity to determine their percentage of body fat and relate this to their eating and activity habits. Even if this has been done in pervious grades, now is the time to do it again and spend more time on the topic. This should also be related to obesity, high cholesterol, and diabetes as risk factor of heart disease.

Activity helps decrease the cholesterol (low density) which contributes to heart disease while increasing the cholesterol (high density) which helps guard against heart disease.

Does the learner relate activity to such topic as calories burned, absorption and utilization of nutrients, and cholesterol levels to digestion?

1.6 Can the learner identify the relationship between muscular strength and flexibility and body alignment?

Have the learners describe the relationship between the muscular and skeletal systems and body alignment and flexibility?

It is assumed that the learner has been introduced to the systems of the body which include the musculo-skeletal system. The idea to be presented here from the fitness standpoint is that muscles in good condition and well toned help keep one's body segments in line; muscles and tendons that are stretched regularly remain pliable and increase flexibility; and the two together help provide for more efficient movement.

Does the learner understand body segment (skeletal) alignment?
Does the learner relate flexibility to muscles and their tendon attachments to bones?

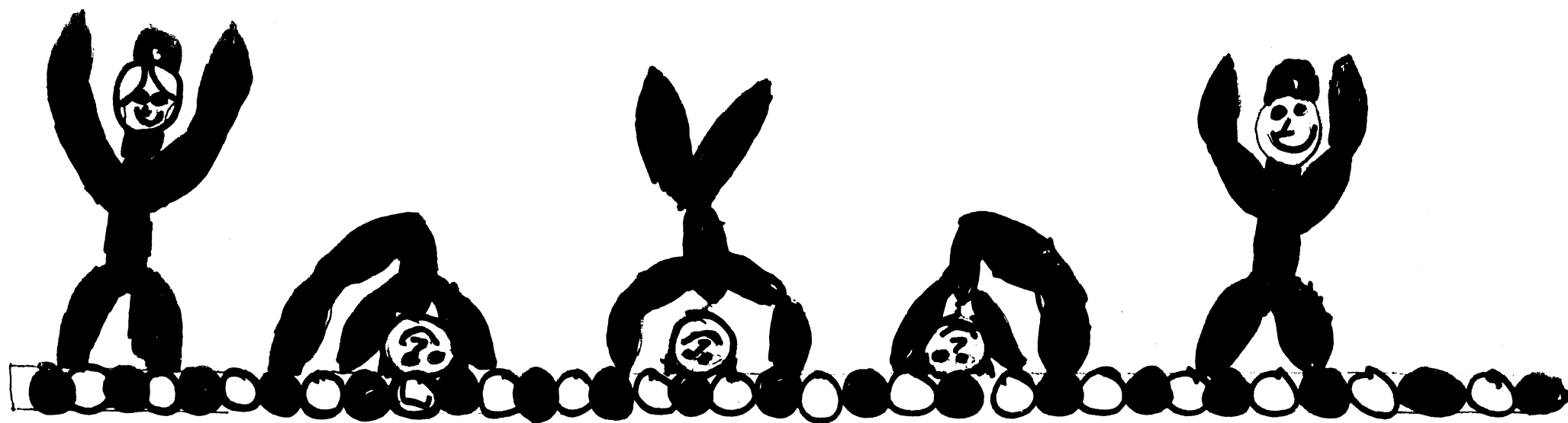
Have the learners list problems associated with poor posture and loss of flexibility?

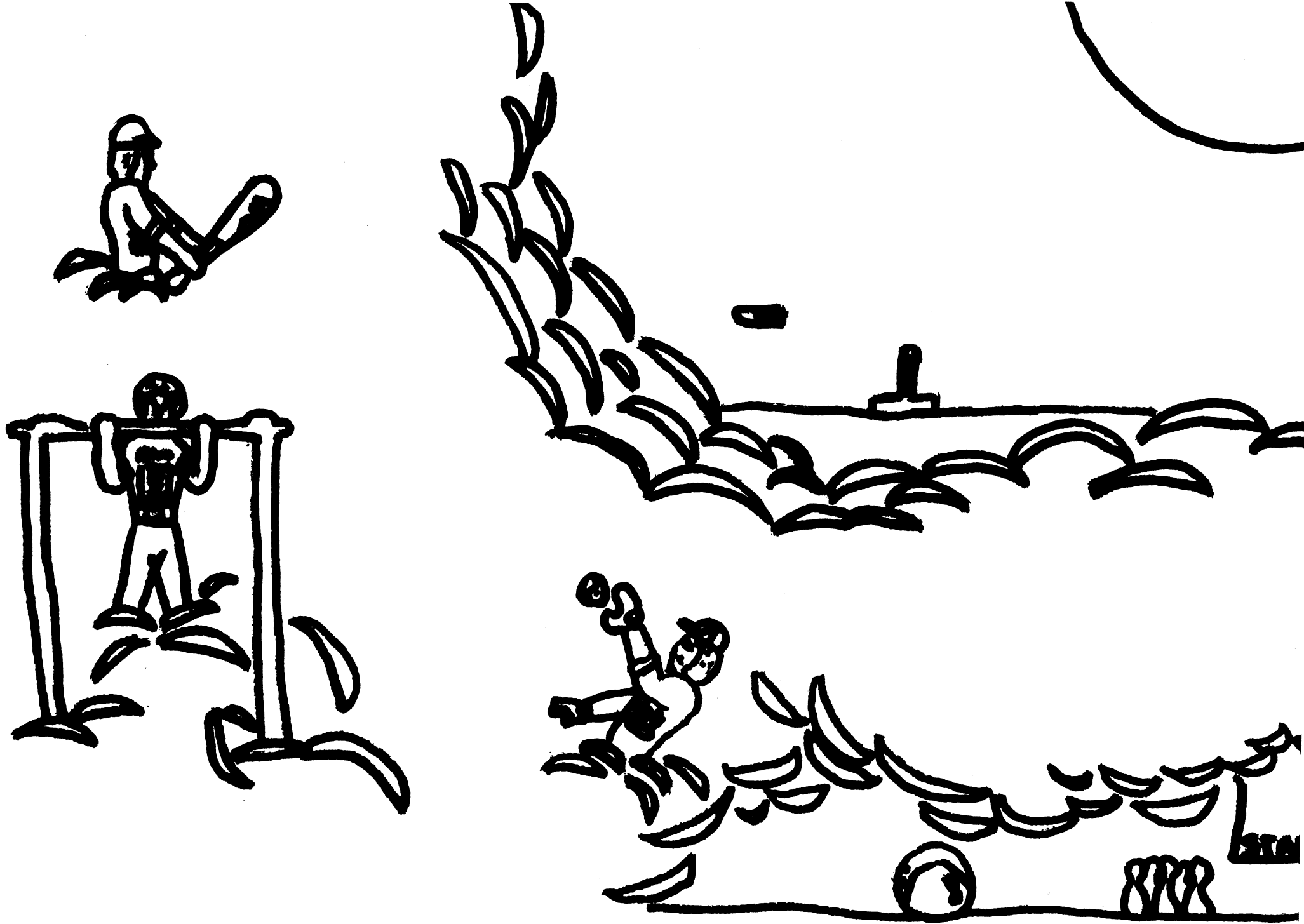
Specific problems of posture (scoliosis, kyphosis, and lordosis) can be presented. Many of the learners might already have been screened for scoliosis. The fifth grade is a typical time for this screening and this activity could be coordinated with this objective. Any other postural information from the learner's records could also be used (provided confidentiality is maintained). Degenerative problems such as arthritis and its relationship to loss of flexibility could also be introduced.

Does the learner correctly identify postural and flexibility problems?

Does the learner associate postural and flexibility problems with weak and/or shortened muscles?

Does the learner explain how to prevent or improve a postural or flexibility problems?





David Garrison, 4th Grade
Louie Conder Elementary
Richalnd District 2

Appendix A

VERTICAL SCOPE AND SEQUENCE OF LOCOMOTION SKILL COMPETENCIES MOTOR SKILL COMPETENCIES

Kindergarden

- L.K.1 Move in general space in a controlled way to avoid contact with others and to be able to stop on command.
- L.K.2 Move forward, backward and sideways with quick changes in direction without losing control.
- L.K.3 Move in a variety of ways at different speeds and in different directions on the feet.
 - 3A Gallop with either foot leading (First, the preferred foot; then the non-preferred) at least five times consecutively.
 - 3B Jump forward using two feet and landing on two feet.
 - 3C Hop with either foot leading at least five times in a row without losing balance.
- L.K.4 Change fluidly from a walk to another locomotor movement.
- L.K.5 Select an appropriate locomotor movement to match a percussive rhythm or music.
 - 5A Select an appropriate even or uneven movement pattern to a simple rhythm.
 - 5B Select an appropriate strong or light locomotor response to percussive or rhythmical accompaniment.

First Grade

- L.1.1 Move quickly forward, backwards or sideways using quick changes in direction to avoid contact with others.
- L.1.2 Jump with two feet in any direction and form continuous jump bounces.
- L.1.3 Hop on either foot changing direction and the force produced in hop to increase distance traveled or height of the hop.
- L.1.4 Gallop or skip with alternating changes in the lead foot.
- L.1.5 Use a variety of locomotor patterns to show acceleration or deceleration of speed.
- L.1.6 Combine three locomotor movements into a smooth pattern with a clear beginning and ending.

Second Grade

- L.2.1 Show mature form using the following patterns:
- A. Hop - single hop and continuous hop
 - B Skip - varying the force production for height or distance.
 - C. Jump - two feet to two feet for distance
two feet to one foot forward
one foot to two feet forward
 - D. Slide step
 - E Leap - one foot to the other foot forward
- L.2.2 Run for speed and or distance demonstrating mature motor development form.

**VERTICAL SCOPE AND SEQUENCE OF BODY MANAGEMENT/EDUCATIONAL GYMNASTICS
MOTOR SKILL COMPETENCIES**

Kindergarten

- BM.K.1 Maintain stillness with the weight supported on a variety of body parts including different combinations of hands and feet, knees, head, and surfaces of the body (seat, back, trunk).
- BM.K.2 Use the hands and feet together and with other combinations or parts to travel from one space to another without losing control.
- BM.K.3 Change direction and speed while traveling with control on a variety of body parts.
- BM.K.4 Move onto and off of, as well as in and out of, flat and low equipment using the feet to support weight.
- BM.K.5 Move onto and off of as well as in and out of, flat and low equipment using the hands to support weight.
- BM.K.6 Travel along a low or flat piece of equipment transferring weight from hands to feet with control.
- BM.K.7 Raise the feet off the floor a minimum of three inches from a handstand ready position and replace them on the same spot softly.
- BM.K.8 Come off a low piece of equipment on the hands into a roll going forward.
- BM.K.9 Roll in a forward direction onto a flat mat or carpet square without using the head to receive weight.

First Grade

- BM.1.1 Take steps into a forward or shoulder roll and come to a support on the feet.
- BM.1.2 Roll sideways using an egg roll or backward using a back shoulder roll.
- BM.1.3 Land on the feet softly after jumping from a low piece of equipment and go into a forward roll.
- BM.1.4 Take weight on the hands in a handstand position by raising the feet with control and landing softly in a new intended spot near the hands.
- BM.1.5 Travel with smooth transitions from one base of support to another using a variety of body parts.
- BM.1.6 Swing from one base of support to another from a variety of hanging positions (where equipment or apparatus permits).

- BM.1.7 Match a balance on a variety of body parts to a partner's balance.
- BM.1.8 Support weight on hands to move over, or in, or out of a low piece of equipment.
- BM.1.9 Combine several (3) traveling actions using locomotor actions on the feet with actions involving the hands and feet which have smooth transitions and focus on (a) changes in direction (b) changes in speed, and (c) changes in level.
- BM.1.10 Combine several traveling actions using locomotor movement on the feet with actions involving both hands and feet while traveling along, in and out of, or over a series of two pieces of small apparatus (hoops, boxes, benches, mats) and showing a focus on changes in directions, level and speed.

Second Grade

- BM.2.1 Roll in a variety of directions from a variety of weight support position with smooth transitions.
- BM.2.2 Travel on the feet, jump into the air, land and roll in a continuous action.
- BM.2.3 Develop a sequence of rolls and balances on the mat which show:
 - A. A clear beginning and end to the movement sequence.
 - B. Clear body shapes and extension in balance.
 - C. Smooth and controlled loss of balance into a rolling action.
 - D. Use of the momentum from the roll to move into the second balance
- BM.2.4 Develop a sequence of balances and rolls on apparatus and small equipment which show:
 - A. A clear beginning and end.
 - B. Clear body shapes and extension in balances.
 - C. Smooth and controlled loss of balance into a rolling action.
 - D. Use of the momentum from the roll to move into the second balance.
- BM.2.5 Raise the hips over the hand in a handstand position and lower the feet softly and without moving the hands (base of support).
- BM.2.6 Balance on a variety of body parts showing extension with a clear body shape and held position for at least five seconds.
- BM.2.7 Use equipment to partially support his/her body weight in a balance position.

Third Grade

- BM.3.1 Lower the body onto a variety of body parts from a traveling action on the feet into a smooth roll.
- BM.3.2 Raise the hips higher than the head using a vaulting action over a piece of equipment a minimum of one foot off the ground and land in a controlled fashion on the feet.
- BM.3.3 Show complete extension of free body parts in a variety of balances on different parts of the body.
- BM.3.4 Combine balance actions and rolling actions both on the floor and on the equipment, while maintaining an awareness of body shape and smooth flow throughout a movement sequence.
- BM.3.5 In one continuous action move onto and off of a low piece of equipment with control.
- BM.3.6 Match a sequence of traveling actions on the floor and on the equipment with those of a partner.

Fourth Grade

- BM.4.1 Achieve a complete extension while performing a cartwheel action during the momentary stillness of the handstand.
- BM.4.2 Roll onto a low piece of equipment.
- BM.4.3 Use a variety of takeoffs to go onto or off of the equipment
- BM.4.4 Use a forward roll to gain momentum into another action.
- BM.4.5. Move into and out of a balance showing control and supporting all or part of the body weight on or with another student.
- BM.4.6. Develop a movement sequence on the equipment which includes an inverted balance and rolling actions.

Fifth Grade

- BM.5.1 Move out a handstand position in a variety of ways showing control.
- BM.5.2 Develop movement sequences (on equipment) which show turning and changes of direction (backwards and sideways) and retain continuity of movement sequence.
- BM.5.3 Show good extension in cartwheel action during a movement sequence.
- BM.5.4 Show explicit changes in speed in their sequence work on apparatus.
- BM.5.5 Use matching, following, and contrasting relationships with a partner in their sequence work.

Sixth Grade

- 6.1.1 Develop proficiency in flight activities involving take-offs and landings on the feet with and without equipment.
- 6.1.2 Develop sequences of movement that combine:
 - A Flight
 - B. Combination of stretching curling actions
 - C. Changes in pathway and direction
 - D Changes in speed

Olympic Gymnastics

- 6.1 Understanding and progressively increased ability to perform at least one static flexibility and/or strength move and show all the basic body positions (tuck, pike, straddle, and layout both on the mats and as they transfer to the apparatus.
- 6.2 Develop and perform a movement sequence for floor exercise which shows a change of level and includes each of the following three skills: one rotational movement, one inverted position and one strength/flexibility or balance movement.
- 6.3 Perform three different vaults or jumps from height or assisted by a reuther board, springboard, or minitramp which demonstrate the ability to assume some of the standard body positions in the air (a kinesthetic sense or air orientation) e.g., tuck, pike, straddle, 1/2 turn long axis.
- 6.4 Using any bar (or swinging apparatus) demonstrate the ability to make half turn at the moment of weightlessness from a hanging, swinging position.
- 6.5 Using any bar (or swinging apparatus) develop a combination with a mount, a support movement, a swinging or rotational movement, and a dismount.
- 6.6 Using ropes or rings support or hold the body weight (could be inverted) for at least ten seconds and/or perform a rotational move.
- 6.7 Select either a beam or the side horse and perform a leg cutting motion, as well as, two other movements which require transfer of body weight from one body part to another.
- 6.8 Select and perform five of the ten static or isolated gymnastics moves which can aid attainment of body control and are transferable to apparatus events. (i.e., handstand combinations, bridges, splits, presses, legcut, L-seats, planches, etc.).

Track and Field

- 6.1 Demonstrate correct running technique when running and sprinting.
- 6.2 Demonstrate proper hurdle technique when running at least a flight of three hurdles.
- 6.3 Demonstrate a correct standing long jump four out of five trials.
- 6.4 Demonstrate a correct running long jump three out of five trials.
- 6.5 Execute the shot put correctly three out of five trials
- 6.6 Throw a softball correctly for maximum distance.
- 6.7 pass a baton correctly in three out of five trials and relay races.
- 6.8 Select and demonstrate mastery of at least one running, one jumping and one throwing event during a track and field activity.

VERTICAL SCOPE AND SEQUENCE OF EDUCATIONAL GAMES SKILL COMPETENCIES

Soccer Dribble

- G.K.1 Use both feet to move a ball slowly through space with a soccer-like dribble.
- G.1.1 Dribble a ball slowly around obstacles using either the left or right foot as appropriate for ball control.
- G.1.2 Dribble a ball at a slow jog in a controlled fashion, and stop and change directions on command.
- G.2.1 Stop the ball with control from a jogging dribble.
- G.2.2 Maintain control while dribbling in a complex environment (other dribblers or obstacles)

Kicking

- G.K.2 Use an instep kick to kick a stationary ball to a large wall target ten feet away.
- G.1.3 Kick a stationary ball to a large wall target twenty feet away.
- G.1.4 Kick a ball which has been accurately rolled directly to the student.
- G.2.3 Use a two or three step approach to forcefully kick a stationary ball to a large wall target.
- G.2.4 Move forward to receive with control (collect) the ball rolled to them, then kick the ball to a target directly forward, a target to their left and to their right.

Throwing/Tossing

- G.K.3. Roll a ball to a partner from a distance of ten feet.
- G.K.4 Use an underhand pattern to accurately toss a bean bag into a suspended hoop or target from a distance of eight feet.
- G.K.5 Toss a medium size ball/bean bag into the air slightly above the head and receive it with control and without undue movement.
- G.K.6 Use an overhand throw (hand size ball) to hit a large wall area above a four foot line from a distance of fifteen feet
- G.1.5 Toss a bean bag/small ball into the air six to twelve inches above the head and move several steps to receive it with control.
- G.1.6 Use both underhand and overhand tosses to hit a hula hoop target at a medium height from a distance of ten feet.
- G.1.7 Use underhand tosses to hit a hula hoop target suspended at a medium height from a distance of ten feet.
- G.1.8 Use an overhand pattern to throw a small ball to a large wall area above a four foot line from a distance of twenty feet.
- G.1.9 Toss a medium size, light weight ball eight to ten feet to a stationary receiver.

- G.2.5 Use underhand tosses to hit a hula hoop size target, both suspended and on the ground, from a distance of fifteen feet
- G.2.6 Accurately toss a medium size(6-8inches) ball to make a receiver move slightly to either side or forward.
- G.2.7 Use an overhand throw to hit a four by four foot target on a wall above a line four feet high from a distance of twenty feet.
- G.3.1 Accurately toss a bean bag/small ball to a moving receiver located eight to ten feet away and moving within a small area.
- G.3.2 Use both overhand and underhand tosses to hit a four by four target on wall from a distance of twenty feet.
- G.3.3 Use an overhand throw to hit an area on a wall above a four feet line from a distance of thirty feet.
- G.3.4 Use an overhand toss and pass an accurate or "catchable ball" to a stationary receiver from a distance of twenty feet.
- G.4.1 Toss (both underhand and overhand) a catchable ball to a moving receiver twenty feet away.
- G.4.2 Toss and receive a ball from a partner while both are moving in a small (fifteen by fifteen) area.
- G.4.3 Use an overhand throw to hit an area on a wall above a five foot line from a distance of forty feet.
- G.4.4 Use appropriate throws in a three person "keep away" game setting.
- G.5.1 Use an overhand throw to hit an area on a wall above a five foot line from a distance of fifty feet.
- G.5.2 From a stationary position, accurately throw on different trajectories to a partner who is moving forward, backward, and laterally.

Catching

- G.K.7 Move to receive a ball rolled on the ground by moving forward and to the left or right as necessary.
- G.K.8 Toss a medium size ball (7-8 inches) into the air above the head receive it with control and without undue movement.
- G.K.9 Catch a ball with two hands which is bounced by a teacher or is self-tossed and bounced off a wall.
- G.1.10 Toss a bean bag/small ball into the air six inches to twelve inches above the head and move several steps to receive it with control.
- G.1.11 Catch a medium size (7-8 inches) ball accurately tossed from a distance of six to eight feet.
- G.2.8 Use a scoop to "collect" a tossed ball.
- G.2.9 Reach to either side and to the front to catch an accurately tossed ball.

- G.3.5 Catch an accurately tossed ball with one hand.
 - G.3.6 Receive an accurately tossed ball from a distance of ten feet while moving in a small space.
 - G.3.7 Use an implement (scoop, hockey stick) to catch/collect a ball tossed/hit from various distances and directions.
 - G.4.5 Receive on the move, a ball tossed from a distance of fifteen to twenty feet.
 - G.4.6 Receive a partner-tossed ball at a variety of levels and toss/throw it again quickly to a stationary receiver.
 - G.4.7 Work on the move with a partner in a small fifteen by fifteen area to alternately pass and receive the ball using smooth transistions.
 - G.4.8 Catch a batted foam or whiffle ball coming as a grounder, fly ball or line drive.
- Striking with Body Parts**
- G.K.10 Strike a balloon continuously for three times into the air using the hands.
 - G.K.11 Use a pushing or striking pattern to execute a basketball -like "dribble" while moving a ball slowly through space.
 - G.1.12 From a self toss, strike a ball into the air with one body part above the waist and catch it with control; then repeat the action and strike the ball with one body part below the waist and catch it with control.
 - G.1.13 Strike a balloon or lightweight (vinyl) ball into the air using a variety of body parts above and below the waist.
 - G.1.14 Dribble a ball slowly through space and stop with control on signal.
 - G.2.10 Strike a beach ball continuously, three to five hits, into the air using a variety of bady parts above and below the waist.
 - G.2.11 Strike a beach ball with the hand in a bounce-strike-bounce pattern against a four-foot wide wall target from a distance of six feet for three consecutive hits.
 - G.2.12 Hit a beach ball alternately with a partner in a bounce-strike bounce pattern for three consecutive hits against a wall and over a low net.
 - G.2.13 Dribble a ball slowly through space around randomly placed obstacles.
 - G.2.14 Dribble a ball at a slow jog; then step and pass to a target.
 - G.3.8 Continously tap a ball above the head for three consecutive hits.
 - G.3.9 Use overhead hits to continuously strike a beach ball against a wall for three hits.

- G.3.10 Strike a beach ball using alternating hits with a partner in a bounce-strike-bounce pattern while deliberately moving the partner around a small play area.
- G.3.11 Work cooperatively (continuous collective scoring) in a two-on-two setting to keep a ball going in a court with a three foot high net in a bounce-strike-bounce pattern.

Striking with Implements

- G.K.12 Strike a stationary ball from a tee with a thick plastic bat.
- G.1.15 Strike an accurately tossed beach ball with a plastic bat.
- G.1.16 Strike an accurately tossed light weight foam ball with a light weight paddle.
- G.2.15 Strike a light weight or foam ball consecutive times into the air slightly above head level using a short handle racket or paddle.
- G.2.16 Use a small paddle to strike a light weight or foam ball both against a wall and into the air with a bounce-strike-bounce pattern.
- G.2.17 Use a plastic bat to strike an accurately tossed medium size (7-8 in) ball.
- G.2.18 Use a plastic hockey stick (if available) to dribble a ball slowly in controlled fashion, maneuvering to drive it forcefully to a wall target, and collect the ball on the rebound and repeat.
- G.3.12 Use a short handle racket or paddle and a tennis size dense foam ball to continuously execute a bounce-strike-bounce pattern against a wall.
- G.3.13 Use a plastic bat to strike a whiffle ball accurately tossed from a distance of ten to fifteen feet.
- G.3.14 Use plastic hockey stick to dribble, make a drive shot to wall, collect the ball(puck) and repeat pattern alone and with a partner.
- G.3.15 Use plastic hockey stick to dribble, and pass appropriately to lead a moving partner.
- G.4.9 Use a short handle racket or paddle and a dense foam ball to alternate hits (bounce-strike-bounce) against a wall with a partner.
- G.4.10 Accurately bat a ball tossed from a distance of twenty feet.

Paddle/Racket Skills

- G.5.3 Use a racket or paddle with a dense foam ball, to hit in a bounce-strike-bounce pattern while working with partners in a two-on-two cooperative setting (continuous collective scoring) both against a wall and over a three foot high rope/net.
- 6.1 Use a racket/paddle and a small ball to hit in a bounce-strike bounce pattern while working in a two-on-two competitive setting and using basic strategy (up and back, side-by-side) both against a wall and over a three feet high rope/net.
- 6.2 Work in a two-on-two setting, using a racket/paddle and a birdie or "all" ball to keep the object in play in the air over a five foot high rope/net.

Basketball

- G.3.16 Dribble a ball (basketball or other ball):
 - A. Forward at a fast jog and be able to stop with control at a signal.
 - B. Sideways using a mature slide step pattern.
 - C. Backward using a side step pattern.
 - D. Changing directions without losing control.
 - E. Forward in a confined area with others without losing control.
- G.3.17 Pass the ball to a moving partner so that the partner does not have to stop to receive the ball (8-10 feet away) so that the partner does not have to stop to receive the ball using passes from a variety of levels including the bounce pass.
- G.4.11 Maintain possession of the ball using a dribble while a defensive player (partner) is trying to make the offensive player lose possession of the ball.
- G.4.12 Receive a pass from a partner while guarded by a passive defensive player and :
 - A. Pass immediately to a moving player.
 - B. Convert the pass, into a dribble in a fluid motion.
 - C. Receive a ball, stop without traveling, pivot and pass in a new direction.
- G.4.13 Make two out of five two-hand set shots into a lowered basket from a distance of twelve feet.
- G.4.14 Make one out of five one-hand set shots into a lowered basket from from a distance of ten feet. (Note: If appropriate equipment is not available this objective should be modified.

Basketball

- G.5.4 Maintain possession of the dribble against an active defensive player:
 - A. Force an offensive player to lose control of the dribble.
 - B. Use offensive abilities to create an advantage.
- G.5.5 Demonstrate the following offensive skills in a two-on-two situation with directional goals but no baskets.
(with and without dribbling).
 - A. Lead passes to a teammate on the move.
 - B. Movement into an open space (cutting).
 - C. Quick accurate passes.
 - D. No traveling violations.
- G.5.6 Demonstrate the following defensive abilities in a two-on-two situation with directional goals but no baskets.
 - A. Remain between offensive player and intended line of direction of pass.
 - B. Maintain an awareness of where all offensive and defensive players are in the playing area.
 - C. Stay with an offensive player in a man-to-man situation demonstrating good defensive body position.
- G.5.7 Dribble and shoot a lay-up and a set shot from a distance appropriate for their force abilities and from a variety of angles (set shot only) without a defense.
- 6.1 Maintain possession of the dribble against an active defense demonstrating the ability to change hands in the dribble and to use fakes and quick changes in direction.
- 6.2 Force the dribbling opponent to lose control of the ball by using fakes and quick changes in direction.

Soccer

- G.3.18 Dribble and pass to a stationary partner showing a good transition between the dribble and the pass.
- G.3.19 Maneuver to collect/stop a ball kicked for a goal.
- G.3.20 Pass the ball ahead of a moving partner (8-10 feet away) so that the partner does not have to stop to receive the ball.
- G.3.21 Dribble, make a drive shot to the wall, collect the ball and repeat the pattern alone and with a partner.
- G.4.15 Travel the width to a soccer field with a partner by dribbling and passing in a smooth fashion.
- G.4.16 Use a legal tackle to take the ball away from an approaching player.
- G.4.17 Work on offense and defense in a two-on-two setting to attack and defend a goal.
- G.5.8 Use a two or three step approach and correctly punt a ball for a distance of thirty feet.
- G.5.9 Demonstrate a legal execution of free kicks, penalty kicks and throw-ins in practice settings.
- G.5.10 Play the role of goalkeeper in a two-on-one setting.
- G.5.11 Work as offense and defense in a two-on-two plus goalkeeper setting.
- 6.1 Use a body trap to gain control over the ball.
- 6.2 Demonstrate understanding of team positions and play by working both as offense and defense in a three-on-three game setting.

Volleyball

- G.4.18 Continuously strike a light weight ball five times into the air one-to-two feet above the head.
- G.4.19 Use a two-hand overhead serve to hit a ball to a wall above a six foot line from a distance of eight feet.
- G.4.20 Use a two-hand overhead pass to return an accurately tossed ball to the tosser.
- G.4.21 Work with a partner to continuously volley a large ball over a six to seven foot net.
- G.4.22 Demonstrate a beginning level understanding of offensive and defensive strategy on a small court with a low net in a bounce-strike-bounce game.
- G.5.12 Use a two-hand overhead pass to continuously self-hit (strike) a ball into the air three times.
- G.5.13 Use a two-hand overhead pass and work with a partner to send and receive a ball.
- G.5.14 Use a forearm pass (bump) to return an accurately tossed ball to a tosser.
- G.5.15 Use rules of rotation and line violations in a three-on-three game setting involving a cooperative effort to keep a ball in play following an underhand serve and using a bounce-strike-bounce pattern.
- G.5.16 Use a underhand serve to hit a ball to a wall above a seven foot line from a distance of ten feet.
- 6.1 Use a two-hand overhead passs to keep a ball going for at least three hits with a partner.
- 6.2 Use a forearm pass to keep a ball in play against the wall for ten consecutive hits in a bounce-strike-bounce pattern.
- 6.3 Work cooperatively in a three-on-three setting to keep a ball in play while using two hand overhead pass over a six to seven foot high net.
- 6.4. Work competitively in a three-on-three setting using rules of rotation, side out and point and line violations in a bounce-strike-bounce pattern.
- 6.5 Use an underhand serve to hit a ball to a wall above a seven foot line from a distance of fifteen feet.
- 6.6 Use an overhead serve to hit a ball to a wall above a seven foot line from a distance of ten feet.

Football

- 6.1 Pass and catch a football with a moving receiver.
- 6.2 Demonstrate the ability to use offensive and defensive strategies in a two-on-one setting.
- 6.3 Use offensive and defensive strategy in a three-on-two game of football.
- 6.4 Correctly execute at least four pass routes in a six-on-six game setting.
- 6.5 Perform specific skills unique to the game of football.
 - A. Punt a football twenty-five yards.
 - B. Kick a football twenty-five yards.
 - C. Catch a punted or kicked football in two out of five trials.

VERTICAL SCOPE AND SEQUENCE OF EDUCATIONAL DANCE AND RHYTHMS SKILL COMPETENCIES

Kindergarten

- D.K.1 Demonstrate an awareness of personal and general space in the use of locomotor and non-locomotor actions.
- D.K.2 Utilize locomotor and non-locomotor movements in personal and general space to interpret gestures.
- D.K.3 Combine turning actions with locomotor action to perform a movement sequence.
- D.K.4 Execute locomotor steps combined with body gestures to perform folk dances.

First Grade

- D.1.1 Demonstrate an awareness of body shapes including big, small, sharp smooth, while working in personal and general space.
- D.1.2 Move selected body parts/the whole body fast and slow, while staying in one spot and while moving through space.
- D.1.3 Execute opening and closing actions in combination with locomotor movements to perform a movement through space.
- D.1.4 Combine action words involving jumping and stopping while staying in one spot and while moving through space.
- D.1.5 Interpret experiences in texture through movement in personal and general space.
- D.1.6 Demonstrate skill in combining walking steps with simple patterns of partner and group interaction while performing folk dances in a circular formation.

Second Grade

- D.2.1 Demonstrate body actions of bending, stretching, curling, twisting and other non-locomotor patterns to imposed and non-imposed rhythms.
- D.2.2 Utilize locomotor and non-locomotor movements in personal and general space to express feelings, moods, and/or emotions.
- D.2.3 Combine rising and sinking actions while staying in one spot and while moving through space.
- D.2.4 Demonstrate an awareness of even and uneven rhythmical patterns in personal and general space.
- D.2.5 Demonstrate skill in combining skipping steps with simple patterns of partner and group interaction while performing folk dances in circular formation.
- D.2.6 Demonstrate skill in combining sliding, jumping, hopping, or running steps while performing folk dances in a circular formation.

Third Grade

- D.3.1 Demonstrate non-locomotor and locomotor movements at high, medium and low levels.
- D.3.2 Demonstrate an awareness of direction in space by executing movements oriented to up, down, right, left, forward and backward in personal and general space.
- D.3.3 Demonstrate an awareness of the concept of extension by exhibiting the qualities of big, little, near and far in locomotor and non-locomotor actions.
- D.3.4 Combine vibratory and percussive actions while in personal space and while moving through space.
- D.3.5 Interpret experiences in verse through movement in personal and space.
- D.3.6 Express feelings of tension and fine touch (firm and light) through the movement of body parts and total body actions.
- D.3.7 Demonstrate skill in combining walking, skipping, sliding, jumping, hopping and/or running steps while performing folk dances in line, contra or quadrille formations.
- D.3.8 Demonstrate skill in combining walking, bleking steps, hops and/or schottische steps while performing folk dances in couple, small group or circle formations.

Fourth Grade

- D.4.1 Focus on the actions of specific body parts by using them to lead various non-locomotor and traveling actions.
- D.4.2 Interpret experiences and concepts in environmental stimuli through movement in personal and general space.
- D.4.3 Demonstrate an awareness of the space created by other/objects while using personal and general space.
- D.4.4 Demonstrate an awareness of pathways in space by exhibiting curved, zig-zag and straight floor and air patterns.
- D.4.5 Combine selected qualities of weight and time while focusing on the actions of body parts and total body actions.
- D.4.6 Identify and demonstrate movements which express how the learner feels.
- D.4.7 Demonstrate an awareness of the qualities of bound and free movements in personal and general space.
- D.4.8 Demonstrate an awareness of the qualities of direct and flexible movements in personal and general space.

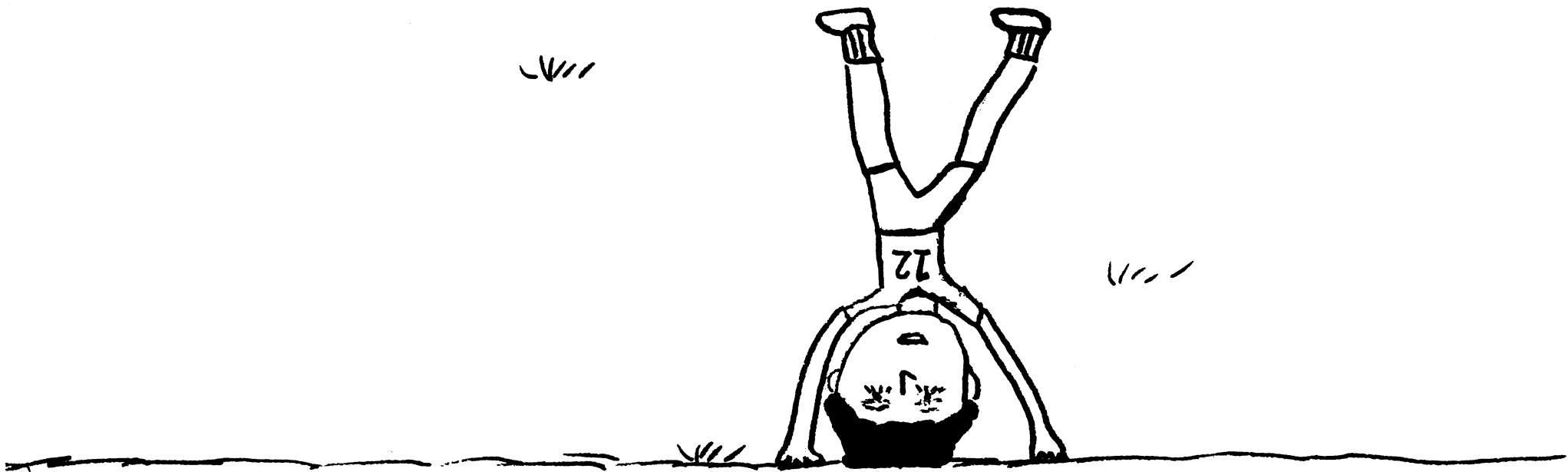
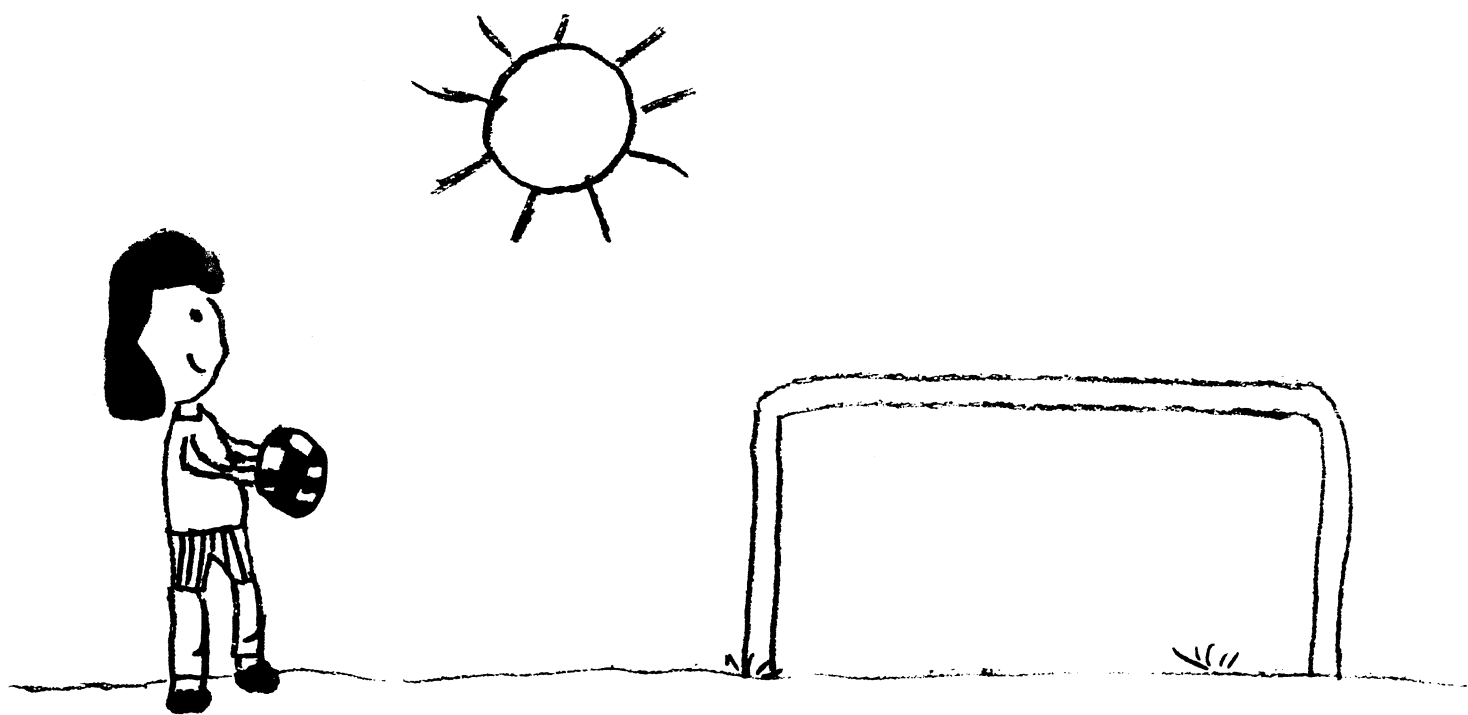
- D.4.9 Demonstrate skill in combining polka, heel-toe polka, and/or waltz steps while performing folk dances in couple, small group or circle formations.
- D.4.10 Demonstrate skill in combining walking steps with complex patterns of interactions with a partner and group in circle and line formations.

Fifth Grade

- D.5.1 Utilize locomotor and non-locomotor movements to characterize actions which advance-retreat or meet-part.
- D.5.2 Interpret visual images, designs, and pictures through movement in personal and general space.
- D.5.3 Demonstrate an awareness of symmetrical body shapes through actions in personal and general space.
- D.5.4 Demonstrate the ability to combine the movement qualities of flow with weight, time and space.
- D.5.5 Demonstrate skill in combining walking steps, with complex patterns of interactions with a partner and group to perform main figures from a circle formation.
- D.5.6 Skill in combining walking steps with complex patterns of interaction with a partner and group to perform main figures from a circle formation.

Sixth Grade

- 6.2 Demonstrate the ability to combine the movement qualities of space with weight and time.
- 6.3 Demonstrate skill in combining walking steps with complex patterns of interaction with a partner and group to perform main figures from a square dance formation.



Kelly Crout, 4th Grade
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